

AL. 1.1305

e-2

June 1998



English 30
Part A: Written Response
Grade 12 Diploma Examination

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June 1998

English 30 Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 30 Diploma Examination mark and consists of **two** assignments:

- **Reader's Response to Literature Assignment**

<i>Suggested time</i>	<i>Value</i>
30 minutes	30 marks

... Page 2

- **Literature Composition Assignment**

<i>Suggested time</i>	<i>Value</i>
1 1/2 to 2 hours	70 marks

... Page 10

Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

- Read the **whole** examination carefully before you begin to write.
- Follow instructions carefully.
- Complete **both** assignments.
- Space is provided in this booklet for planning and for your finished work. Please write your finished work in blue or black ink.
- You may use the following print or electronic references:
 - an English language and/or translation dictionary
 - a thesaurus
 - an authorized writing handbook
- Budget your time carefully; the suggested time for each part is only a guideline for you.

Additional Instructions for Students Using Word Processors

- Format your work using a 12-point or larger font such as Times, New York, or Courier. Double-space your final copy.
- Staple your final printed work to the page indicated in the booklet for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your finished work.

Instructions

1. Read “A U Boat Morning, 1914,” carefully and thoughtfully before you start the writing assignments.
2. Read **both** assignments before you begin.

The first German submarines (U boats) that put to sea at the beginning of the First World War were under orders to torpedo and sink enemy warships. The sailing ships that carried food supplies travelled unarmed and unprotected, trusting in safe passage.

A U BOAT MORNING, 1914,

Will come as we perform the mundane toil,
say, tossing the breakfast scraps astern,
or washing down the maindeck under the oblongs
of sail-shadow. The morning sun
will mint its coins across a lazy sea,
the weather tacks and sheets¹ will rise and fall
in languid intersectings of the sea-rim.

¹weather tacks and sheets—ropes
attached to the windward sails

And there, so sudden, ordinary, too close
to dodge, or do anything about but wait for
with quiet interest, will be the thing of hearsay,
cigar profile, stub tower, little gun, so credible,
for all that it will be the first such vessel
we will have seen outside some journal's
crude picture.

Through his loudhailer,²
the officer will be polite, but firm,
reading the English translation from a card.
Fifteen minutes. We'll stow such extra food,
water, charts, as time will allow,
also oilskins, a mouth organ, a piece
of unfinished scrimshaw³ perhaps, but not clothes,
then lower the boats, and stand off from the barque⁴
at the distance we will have been directed to.
Oddest for our sense of what is proper
will be the sight of the helm unmanned out there
in open sea.

²loudhailer—loud speaker

³scrimshaw—the decoration and
carving of shells, bone, or
ivory by sailors on long
voyages

⁴barque—sailing ship

Continued

And this will be the manner
 a moment in time will surface to say, *Of course*
your lives are free. Of course they are compelled,
 as we watch, quiescent, attentive, the lifeboats,
 gentle as a hammock-sway in the swell beneath us,
 the little gun puffing its little smoke,
 and thin smoke oozing from somewhere on board,
 Gradually our home will lean into
 its odd stricken angle, and spill wheatgrain
 from the holes in her side, slipping under,
 natural as a sleeper turning under blankets.
 When it is done, the captain will salute⁵ us
 just once, the submarine chug away, routine
 as a mailboat.

⁵salute—to fire a gun or cannon
 as an official gesture of
 acknowledgement or respect

And without undue hardship
 we will survive, but no-one there will serve
 in sailing ships again. This is how
 an ancient confidence⁶ will vanish
 casually like a fashion in jokes. Instead
 we'll live into a time strange to us,
 we'll live aware of how the unborn have
 their faces turned away from all we took
 for granted, as stubborn or quizzical, we will
 submit to someone else's scheme of what
 is pressing, waste on the floor of life's renewal.
 And if this quiet impending morning leaves
 one thought in mind, it might be wheatgrain
 fanning from a ship across the ocean's dark
 like brassy beads, like fabulous golden blood.

⁶ancient confidence—time-
 honoured faith, trust, or
 assumption

Alan Gould

Reader's Response to Literature Assignment
(Suggested time: approximately 1/2 hour)

The speaker in Alan Gould's poem "A U Boat Morning, 1914," uses an experience at sea during the First World War as a metaphor for a turning point in personal ideals and attitudes.

What does "A U Boat Morning, 1914," convey to you about the ways in which we are affected by turning points in our lives? Support your response with reference to specific detail from the poem.

PLANNING

There is additional space for Planning on pages 6 and 8.

If you are using a word processor, staple your Reader's Response here.
You may make corrections directly on your printed page(s).

Reader's Response to Literature Assignment

REVISED WORK

There is additional space for Revised Work on pages 7 and 9.

Reader's Response to Literature Assignment

PLANNING

There is additional space for Planning on page 8.

Reader's Response to Literature Assignment

PLANNING

Reader's Response to Literature Assignment

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Literature Composition Assignment

(Suggested time: approximately 1 1/2 to 2 hours)

A turning point is an event or experience that affects us in such a way that it brings about a crucial shift in our values, perspective, or behaviour. Much of literature examines the turning points that influence the shape and direction of individual lives.

Write an essay based on literature that you have studied in which the author examines an individual who has experienced the impact of a turning point in his or her life. **What idea(s) does the author develop regarding turning points?** Support and develop your controlling idea with reference to specific details from the literature that you choose to discuss.

Guidelines for Writing

- **Select** the literature you choose to discuss from relevant short stories, novels, plays, poems, other literature, or films that you have studied in your high school English classes. You must discuss literature **other than** the poem provided in this examination booklet.
- **Focus** your essay on your controlling idea regarding turning points. Markers will be looking for evidence that you are responding to the requirements of this assignment as you develop and support your controlling idea.
- **Organize** your composition so that your ideas are clearly and coherently developed.

Literature Composition Assignment

INITIAL PLANNING

Space is provided here for your initial planning. No marks are awarded for work done on this page.

Author and title
of literature that
you have chosen

Your controlling idea
or thesis statement

There is additional space for Planning on even-numbered pages.

Literature Composition Assignment

PLANNING

Literature Composition Assignment

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REVISED WORK

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Literature Composition Assignment

PLANNING

Literature Composition Assignment

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Literature Composition Assignment

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Credit

Alan Gould. "A U Boat Morning, 1914," from *The Times Literary Supplement*, October 3, 1997. Reprinted under the Alberta Government Print Licence with CanCopy (Canadian Copyright Licensing Agency).

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